

To Pump Up Degree Counts, Colleges Invite Dropouts Back

By JENNIFER GONZALEZ

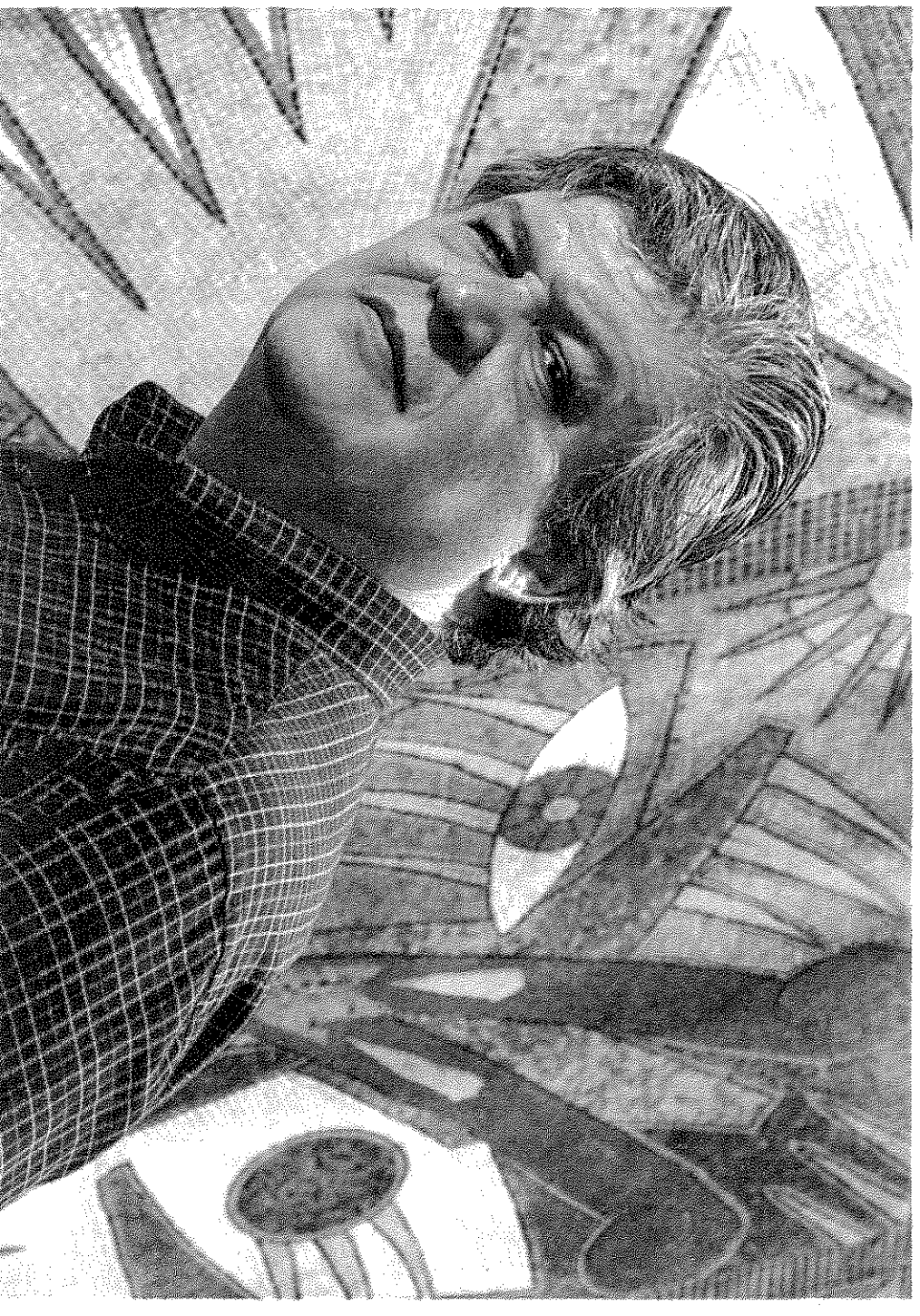
ONE IDEA for improving the nation's college-completion rate sounds simple enough: Find former students who have already earned enough credits to receive a degree, or need just a few more classes to do so, and encourage them to graduate.

Advocates of a newly expanded program, Project Win-Win, estimate that colleges could award thousands of diplomas that way, propelling the United States closer to President Obama's aim of being atop the world again by 2020 in the proportion of residents with postsecondary degrees or certificates. One in five Americans ages 25 to 64 have attended college but not earned degrees, and getting some of those 37 million people back into, and through, college will be necessary if the nation is to have any chance of meeting the president's goal.

But the reality of identifying, tracking down, and persuading former students to return is complicated, not to mention time-consuming.

One of the first responses from many former students reached by college officials involved with Project Win-Win is whether the invitation to re-enroll is a joke. Some are befuddled, having thought for years that they had already earned a degree. Others are indifferent, assuming that the communication will lead to a plea for money.

If colleges can get their dropouts to the next step of the conversation, of entertaining the idea of returning, there are still challenges. Sometimes cost is a worry; sometimes curricula have been updated



José Antonio Aguirre, a Fulbright scholar, works on a public-art project at the Metropolitan Autonomous U. in Mexico City.

Fulbright Puts Money Where Problems Are

By IAN WILHELM

THE U.S. STATE DEPARTMENT wants its premier fellowship program to help develop creative responses to problems as serious as climate change and pandemics.

The Fulbright Program, which had a budget of \$253.8-million in the 2010 fiscal year (the budget for 2011 has yet to be passed), sent 1,564 students and 1,110 scholars abroad during the 2009-10 academic year to teach or conduct research. Soon it will connect researchers in the United States, Canada, and Latin America in an effort to advance ideas to resolve issues of global concern.

The new Fulbright Nexus Program is one of several

- **A historically black university** widens language offerings: A16
- **U.S. college administrators** study Japanese education: A17
- **An American student teacher** and learns in Brazil: A17

projects encouraged by President Obama and Secretary of State Hillary Rodham Clinton as they seek to adapt the program to changing needs.

"The administration and the secretary see that there are global issues, and the solutions to these global issues, whether it's health or energy or climate change or food security, require creative collaboration and partnerships," says Alina L. Romanowski, deputy assistant secretary for academic programs at the department's Bureau of Educational and Cultural Affairs. "We need to create the environment and bring these folks together."

Nexus will award fellowships in May to multidisciplinary scholars working in three broad areas: entre-

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2 Ivy League Drives Shame Seniors Who Don't Give

By RACHEL LOUISE ENSIGN

POSITIVE RECOGNITION has long been a trusted way of raising money on college campuses, where buildings, benches, and even the insides of library books bear the names of donors.

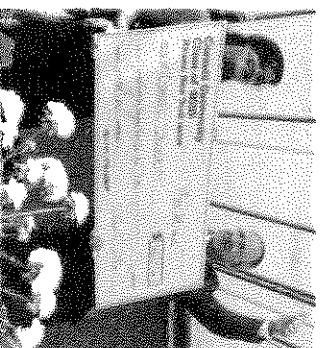
But in an effort to spur gifts among young soon-to-be alumni, students at two Ivy League institutions are trying a different approach: publicizing the names of

seniors who don't contribute to their class gift.

With lists supplied by college administrators, student volunteers at Dartmouth College and Cornell University circulated the names of students who had not donated to senior-gift drives. The programs relied on students to single out their peers to meet high participation goals.

Not everyone participated happily. The single student from Dartmouth's 1,123-student class

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David J. Skorton, Cornell U.'s president, gets the senior-class gift.

To Save Students Money, Colleges May Force a Switch to E-Textbooks

YOU'VE HEARD it before: Digital technologies blew up the music industry's money-making model, and the textbook business is next.

For years observers have predicted a coming wave of e-textbooks. But so far it just hasn't happened. One explanation for the delay is that while music fans were eager to try a new, more portable form of entertainment, students tend to be more conservative when choosing required materials for their stud-

ies. For a real disruption in the textbook market, students may have to be forced to change.

That's exactly what some companies and college leaders are now proposing. They're saying that e-textbooks should be required reading and that colleges should be the ones charging for them.

It is the best way to control skyrocketing costs and may actually save the textbook industry from digital piracy, they claim. Major players

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Fulbright Reaches Into New Countries

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neurship, science, technology, and innovation, and sustainable energy.

The goal is for the academics to generate "implementable solutions" and receive financial support or other help from corporations and foundations to test their ideas, she says.

"We wanted to go beyond just theory and just research," says Ms. Romanowski. The department wants "to form a network not just of academicians, but of practitioners and applied research."

EXPANDING ITS OUTREACH

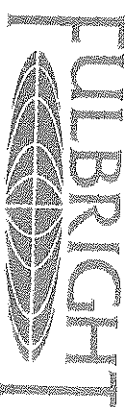
In addition to lacking global problems, the Fulbright program this year has expanded the number of countries to which

it sends English-language teaching assistants. The program, which enrolls many undergraduates fresh out of college, has been in operation since 1946, but participation has increased tenfold since the late 1990s, as more countries have requested such aid.

In the 2010-11 academic year, the department is sending 768 teaching assistants abroad, to almost 70 countries. Nine countries in the Middle East, North Africa, and Latin America are participating for the first time.

"It will continue to expand, but I don't

expect it will expand as rapidly next year as it did," Ms. Romanowski says. "We have to take a deep breath and make sure we have the proper program support and the students in the right schools."



Another fellowship

that is expanding this year is the International Education Administrators Program, which sends higher-

education administrators abroad to study university systems for two to three weeks.

The program, which started in 1986 and sent 33 people overseas in 2010, is making India its fourth destination country; the oth-

ers are Germany, Japan, and SoC As American colleges and seek to internationalize their curriculum, Ms. Romanowski should not limit their proselytizing efforts.

"You can expose your teachers don't work with your administrator the change you want," she much more complicated."

Following are three Fulbright a historically black college that four foreign-language teaching of a student who is teaching English, and of college administrators several weeks studying the education of Japan.

Small University Uses Fulbright Program to Bolster Foreign-Language Teaching

By PAIGE CHAPMAN

LINCOLN UNIVERSITY, in southeastern Pennsylvania, has long had a global outlook. The historically black institution notes, for example, that its graduates include the first presidents of Nigeria and Ghana.

But in recent years, international interest among its students has flagged. Lincoln has been forced to drop two-thirds of its language offerings over the past seven years; only about 40 of its 2,000 undergraduates studied abroad last year.

Now Lincoln is hoping that four partici-

pants in the Fulbright Foreign Language Teaching Assistant Program on the campus this year can help jump-start its ambitious plan to restore students' global perspective. Among the university's new priorities are increasing foreign-language enrollments and more than doubling its study-abroad numbers.

"We've always had a strong international connection," says Constance Lundy, the study-abroad director. The teaching assistants "just heighten cultural awareness and sensitivity at the institution."

The Fulbright program, known as FLTA,

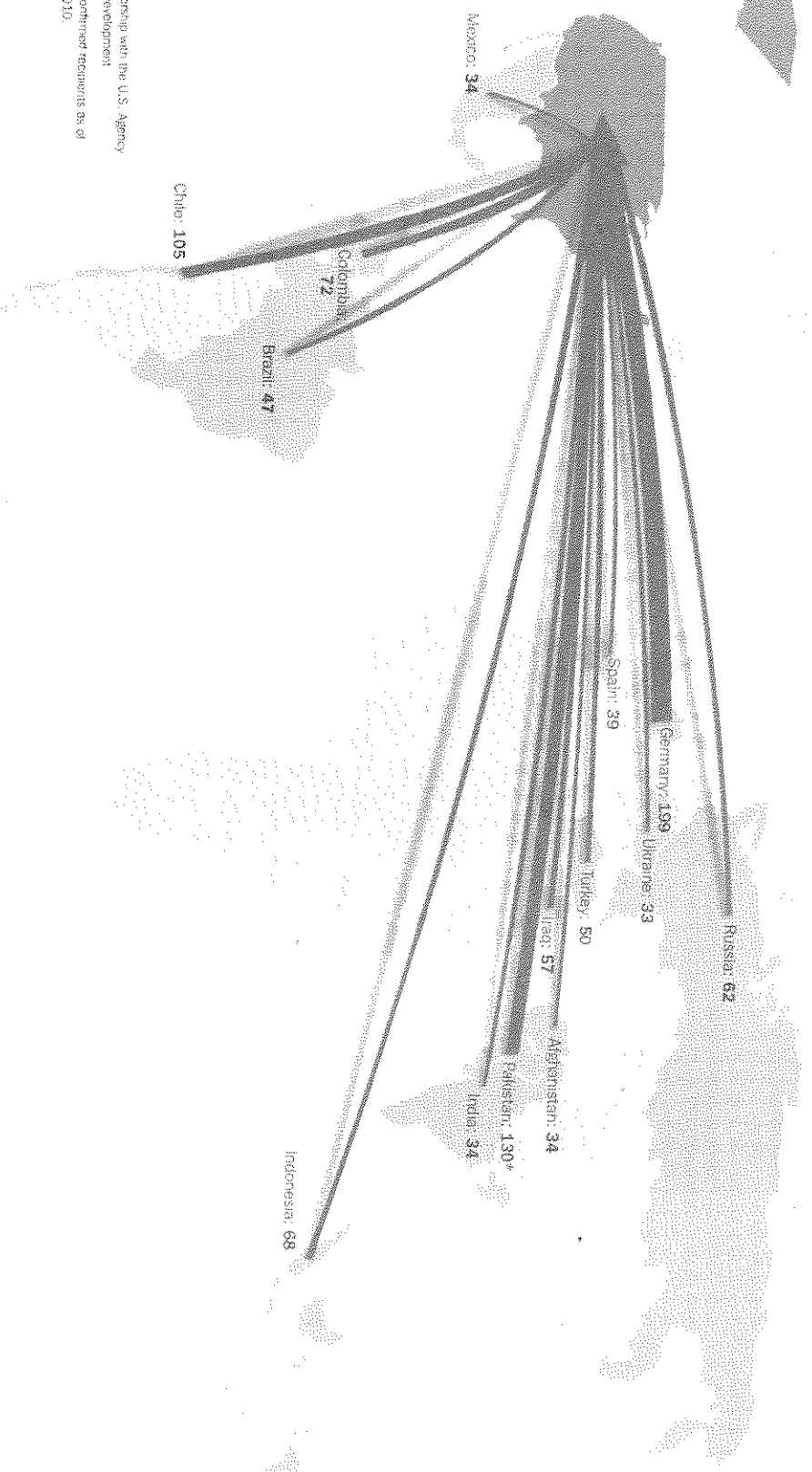
has brought 422 teaching assistants from 49 other countries to American colleges this academic year. It focuses on small, rural, or minority-serving institutions like Lincoln, for which the additional teaching support—along with the international exposure—can prove invaluable. In addition to their teaching duties, the assistants take courses and participate in campus activities.

Lincoln has long been active in the foreign-language-teaching-assistant program, tracing its on-and-off participation back for about 27 years. This year the four teaching assistants nearly doubled the number of faculty and

staff in the department of foreign and literatures, to 10 full-timers.

"Without them, our department a different one," says Abbes Me associate professor of French who man of the department. Their e in French, Japanese, Spanish, a the four languages Lincoln offered the university to offer more for language courses and indigenous language labs. Between 200 students are taking language classes this year.

The teaching assistants make



* Financed in partnership with the U.S. Agency for International Development.
Note: The list includes confirmed recipients as of September 22, 2010.

Countries listed sent 33 or more students.

outside the classroom as well. Among other things, they run foreign-language clubs and help out at college-recruiting fairs.

Beyond that, having young academics from other countries on the campus (the maximum age for participants is 29) has exposed students to different cultures. "Their presence is absolutely helpful because of their age," says Mr. Mazaoui. "They're integrated in the department, but they also sit in the same classes as students. That experience is unique, and the students fare well to that."

Over the years, one-third of study-abroad participants at Lincoln have been referred to the program by Fulbrighters, Ms. Lundy estimates.

Exposing students to other cultures has often been seen as a crucial part of generating interest in study abroad. That is particularly important among minority students, who participate in study-abroad programs at lower rates than white students do.

Badredine Ben Othman, an Arabic-language teaching assistant from Tunisia, says one of his goals this year is to combat stereotypes about Arab countries. He hosts a language club each week in which students discuss current events in the Arabic-speaking world.

"Some of the students taking history and cultural studies are definitely very aware of the issues, while others don't even know where the Pyramids are," Mr. Othman says. "It depends on the student, but I try to provide pictures or experiences to provide a clear view of the Arabic world and culture."

Fioranne Jagueneau, a French-language teaching assistant, says she had wanted to work beyond her home country, France. A course she is taking, "The History of Black People," has been one of her favorite experiences at Lincoln.

"I'm learning to have a different point of view on what happened in history," Ms. Jagueneau says. "Students here are open to new ideas and know that the American way is not the only one. And I'm learning about ebomas and black culture, too."

Mr. Mazaoui says that his department will get student feedback at the end of this year to improve the program's effectiveness, but that he feels very positive about the experience.

"In today's world, we cannot measure the effect of interacting with people from other cultures," he says. "It's a must for our institution and should be a goal for everyone to increase their global perspective."



Badredine Ben Othman, an Arabic-language teaching assistant from Tunisia, says one of his goals at Lincoln U. is to combat stereotypes about Arab countries.

PHOTOGRAPHS FOR THE CHRONICLE

U.S. Administrators Get a Close Look at Japan's Education System

BY ANDREA FULLER

AMEE THOSTENSON, assistant director of international admission at St. Catherine University, in Minnesota, had never visited Japan before last June. But she was fascinated by Japanese culture, and her family had housed a Japanese exchange student in her youth.

So when Ms. Thostenson received an award from the Fulbright International Education Administrators Program, she jumped at the opportunity.

She was one of six administrators who visited Japan last year as part of the Fulbright program, which seeks to help American higher-education officials learn about other education systems. The Fulbright program also sends administrators to Germany, India, and South Korea.

Ronald T. Lambert, director of career services at the Johns Hopkins University's School of Advanced International Studies, also participated in the trip. He had already spent time in Asia but says Japan was a blank spot in terms of his knowledge, and he hoped to learn about recruiting and employment practices there.

"They keep you incredibly busy," Mr. Lambert says. "Our days were packed with meetings. ... It was so much about learning the educational structure, the philosophy, the culture."

The Fulbright mission in Japan is operating amid what have some have described as a clamorous decline in travel to the United



Ronald T. Lambert, of Johns Hopkins U., says his Fulbright-sponsored trip gave him a better understanding of Japanese students in the United States for graduate school.

BARBARA STORON

States by Japanese students. The number of those on study-abroad trips in the United States has fallen from 47,000 a year in the late 1990s to 30,000 in 2008.

"We're modestly trying to help," says David H. Satterwhite, executive director of the Japan-United States Educational Commission, which administers the Fulbright program.

way her faculty adviser kept talking about "her" class.

"The day of the first lesson, she introduced me and then left the room," Ms. McBeath says. More than 50 students turned up, so many that there were not enough chairs to go around.

"It was nerve-racking, but I wasn't going to say, 'Hey, I was only supposed to be the assistant!'"

A Teaching Assistant Finds Her Career Path in the Amazon

BY ANDREW DOWNIE

JOASMINE McBEATH arrived in the heart of Brazil's rain forest this year to take up her post as an English teaching assistant at the Federal University of Amazonas, in Manaus.

She soon suspected that her role would be bigger than she had thought, however, by the

In the program, administrators who visited Japan met with government officials who discussed their desire to increase the number of international students at a time of population decline in the country. To accomplish their purpose, Mr. Lambert says, colleges in Japan must work to attract either students who are able to speak Japanese or more faculty mem-

bers who are able to speak English. The Fulbright-sponsored administrators also had the opportunity to visit educational institutions, from elementary schools to colleges, as well as "escalator" schools, which educate students from a young age through college. Also on the itinerary were Japan's "crum schools," which prepare students for difficult university entrance examinations.

"Sort of like Kaplan on steroids," Mr. Lambert says.

The visitors also toured a women's college, which Ms. Thostenson compared with her own women-only institution, St. Catherine. In the United States, she says, women's colleges seem to have more senior leaders who are women.

Now, the administrators say, they will take lessons from the trip back to their respective colleges. Mr. Lambert says he will have a better understanding of Japanese students who come to the United States for graduate school, and can better inform American students who are thinking about going to Japan for work.

Ms. Thostenson says she hopes not only to bring more Japanese students to St. Catherine but also to bring perspectives from her visit to a campuswide internationalization council, which works to improve study-abroad opportunities and overseas partnerships.

"Actually talking to the people about the issues that they're facing, it really creates that sense of common purpose," she says of her trip to Japan. "To bring that back to my own institution has been very helpful."

at a nearby public school, through poetry that she helps them translate.

Two years ago Ms. McBeath spent six weeks learning Portuguese in Fortaleza, the largest city in northern Brazil. She loved the experience. So when a friend told her that the Fulbright program offers students a chance to live and study abroad, she rushed to apply.

"It was perfect for me, as I had spent some

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Top Producers of U.S. Fulbright Students
by Type of Institution, 2010-11

Research institutions	Number of awards	Number of applicants
U. of Michigan at Ann Arbor	40	144
Yale U.	31	111
Brown U.	24	96
Stanford U.	24	73
U. of Chicago	23	123
Northwestern U.	20	111
Arizona State U. at Tempe	19	50
Princeton U.	19	66
U. of California at Berkeley	19	90
Columbia U.	18	112
Cornell U.	18	76
Harvard U.	17	84
Johns Hopkins U.	17	65
Tufts U.	17	63
Boston College	16	62
Rutgers U. at New Brunswick	15	51
U. of North Carolina at Chapel Hill	15	83
U. of Washington	15	65
U. of Arizona	14	53
U. of Illinois at Urbana-Champaign	14	56
U. of Louisville	14	31
U. of Wisconsin at Madison	14	60
College of William and Mary	13	43
Duke U.	13	57
George Washington U.	13	55
Washington U. in St. Louis	13	57
Georgetown U.	12	56
Ohio State U.	12	38
U. of Maryland at College Park	12	55
U. of Minnesota-Twin Cities	12	54
U. of Pittsburgh	12	34
Wake Forest U.	11	45
New York U.	10	56
Rice U.	10	29

Institutions listed are those with 10 or more awards.

Master's institutions	Number of awards	Number of applicants
U. of Portland	5	20
Villanova U.	4	18
St. Edward's U.	4	12
Truman State U.	4	11
U. of Scranton	4	9
Augsburg College	4	7
Western Kentucky U.	4	6
U. of Alaska at Anchorage	4	4
Seattle U.	3	16
City U. of New York Hunter College	3	13
Santa Clara U.	3	12
Pacific Lutheran U.	3	8
Western Washington U.	3	5
Gallaudet U.	3	3

Institutions listed are those with three or more awards.

Bachelor's institutions

Number of awards	Number of applicants	
Pitzer College	22	79
Smith College	13	27
Kenyon College	12	23
Pomona College	11	63
Carleton College	11	24
Williams College	10	42
Amherst College	10	33
Hamilton College	10	23
Oberlin College	9	39
Swarthmore College	8	47
Claremont McKenna College	8	31
Grimnell College	8	30
Vassar College	7	39
Colgate U.	7	26
New College of Florida	7	19
Lewis & Clark College	7	14
Bowdoin College	6	28
Wheaton College (Mass.)	6	22
Denison U.	6	19
Gettysburg College	6	17
Speelman College	6	9
College of the Holy Cross	5	28
St. Olaf College	5	23
Colby College	5	19
Haverford College	5	15
Wellesley College	4	35
Wesleyan U.	4	33
U. of Puget Sound	4	18
Mount Holyoke College	4	17
Luther College	4	11
Linfield College	4	9

Institutions listed are those with four or more awards.

Other institutions

Number of awards	Number of applicants	
Rhode Island School of Design	7	21
School of the Art Institute of Chicago	3	17
Cranbrook Academy of Art	3	15
Maryland Institute College of Art	3	13
Franklin W. Olin College of Engineering	3	4
Julliard School	1	6
U. of California at San Francisco	1	5
Babson College	1	4
California College of the Arts	1	3
New England Conservatory of Music	1	3
Princeton Theological Seminary	1	3
Pratt Institute	1	2
California Institute of the Arts	1	1

The list includes confirmed recipients as of September 22.

Note: Students need a bachelor's degree to apply for a Fulbright fellowship.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

Top Producers of U.S. Fulbright Scholars
by Type of Institution, 2010-11

Research institutions	Number of awards	Community colleges
U. of Illinois at Urbana-Champaign	8	Bristol Community College
George Washington U.	6	Casper College
U. of Florida	6	Central Maine Community College
U. of North Carolina at Chapel Hill	6	College of DuPage
Washington U. in St. Louis	6	College of the Redwoods
Cleveland State U.	5	De Anza College
Harvard U.	5	Essex County College
Stanford U.	5	Harrisburg Area Community College
U. of California at Davis	5	Miami Dade College
U. of California at Los Angeles	5	Northern Virginia Community College at Sterling
U. of Delaware	5	Northwest Arkansas Community College
U. of Minnesota-Twin Cities	5	Quinsigamond Community College
Virginia Commonwealth U.	5	Richland College
Boston U.	4	Riverside Community College
U. of California at Irvine	4	Roxbury Community College
U. of Connecticut	4	San Diego Miramar College
U. of Georgia	4	St. Petersburg College
U. of Hawaii-Manoa	4	Harper College
U. of Kentucky	4	Yavapai College
U. of Maryland at College Park	4	
U. of Oklahoma	4	

Institutions listed are those with four or more awards.

Master's institutions

Number of awards	Community colleges	
U. at Buffalo	6	Brightman and Women's Hospital
San Francisco State U.	4	California Institute of the Arts
California State U. at Northridge	3	City U. of New York School of Law
City U. of New York	3	Florida Coastal School of Law
Ithaca College	3	Harvard School of Public Health
U. of Massachusetts at Dartmouth	3	Los Alamos National Laboratory
William Paterson U.	3	Maryland Institute College of Art
Appalachian State U.	2	Massachusetts College of Art
Bellarmine U.	2	Medical College of Georgia
Bemidji State U.	2	Meharry Medical College
California State U. at Stanislaus	2	National Institutes of Health
College of Charleston	2	Oregon Health and Science U.
Ferris State U.	2	Pennsylvania Academy of the Fine Arts
Grand Valley State U.	2	Pennsylvania State U.
Minnesota State U. at Mankato	2	Milton S. Eisenhower Medical Center
Park U.	2	School of Visual Arts
Pennsylvania State U. at Harrisburg	2	Southern Law School
Rowan U.	2	U. of Arizona Health Sciences Center
Salisbury U.	2	U. of California at San Francisco
St. Cloud State U.	2	U. of Connecticut Health Center
State U. of New York College at Geneseo	2	U. of Maryland School of Law
Texas State U. at San Marcos	2	U. of Nebraska Medical Center
U. of Wisconsin at Platteville	2	Vermont Law School
Weber State U.	2	

Institutions listed are those with two or more awards.

Bachelor's institutions

Number of awards	
Middlebury College	3
Calvin College	2
Carroll College	2
Colgate U.	2
Gustavus Adolphus College	2
Houghton College	2
Mommsouth College	2
Mount Mercy College	2
Pennsylvania State U. at Altoona	2
Trinity College	2
Wittenberg U.	2

Institutions listed are those with two or more awards.

Note: Fulbright scholars include faculty members, & other professionals. The list includes confirmations through September 9.

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

Countries and Territories Sending the Most Fulbright Scholars to the U.S., 2010-11

Fulbright scholars include faculty members, administrators, and other professionals.



Note: The list includes confirmed recipients as of September 9, 2010.

Continued From Preceding Page
 time here and spoke a little bit of Portuguese, and I wanted to learn more about Brazil and the culture." Ms. McBeath says via Skype from a dormitory she shares with dozens of students.

Some of them come from towns so small that the nearest middle school was an hourlong bus ride away. A few traveled to the university by boat down the Amazon River itself.

Many had saved for months to afford the entrance exam. "A lot of people have given up because it was just so hard just to stay afloat," Ms. McBeath says.

The ones that stayed have made her feel at home.

Their customs are a world away from hers—she has learned to fish for piranhas and catch caimans, a small cousin of the crocodile. But the commitment of her students has inspired her to teach not just as part of her Fulbright commitments, but also in her spare time, to students in her dormitory.

Given half a chance, though, she'd do it all again. In fact, the initial misunderstanding about her job helped her decide her next career move. When she returns home, she plans to earn a Ph.D. in international education.

"I went from assistant teacher in an elementary school to almost college professor," she says. "There is no doubt that it has been a wonderful experience. I want to do this full time."



Jasmine McBeath arrived at the Federal U. of Amazonas, in Brazil, on an English Teaching Assistant fellowship to find that she was the only teacher for a 50-student class.

PHOTO BY GUY LAWRENCE FOR THE CHRONICLE

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